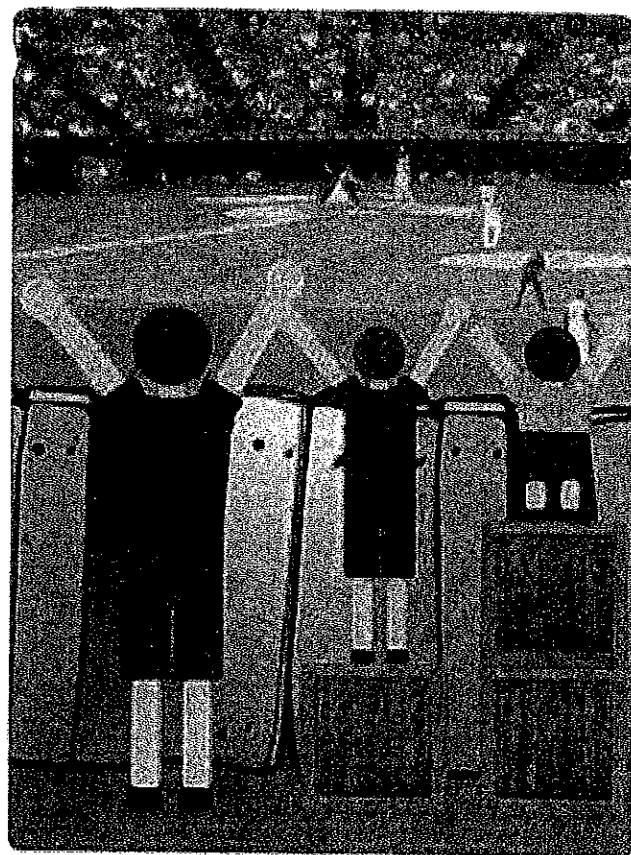
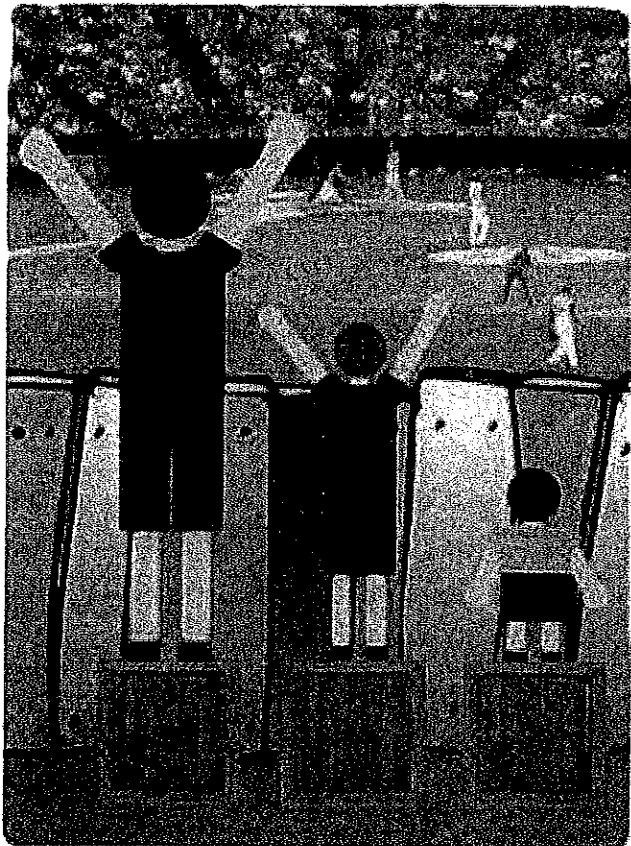


PBIS Handbook ***2015-2016***



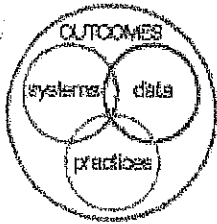
“Fairness does not mean everyone gets the same. Fairness means everyone gets what they need.”

— Rick Riordan

**PBIS Handbook
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What is PBIS?



Positive Behavioral Interventions and Supports, also called PBIS, is a broad range of systemic and individualized strategies for achieving important social and learning outcomes in school communities while preventing problem behavior. The key attributes of PBIS include preventative activities, data-based decision making and a problem solving orientation (Horner, 2000; Lewis and Sugai, 1999; Sugai et.al., 2000; Weigle, 1997).

Why Implement PBIS?

- ★ Reduction in problem behavior
- ★ Increased academic performance
- ★ Reduction in bullying behaviors
- ★ Increased administrator time for instructional leadership
- ★ Reduction in staff turnover
- ★ Improved social-emotional competence
- ★ Increased positive school climate and culture

Myths Regarding PBIS

The positive in PBIS means we give out rewards: The positive refers to a change of focus from reactive--constantly pointing out what students did wrong (negatives), to proactive--teaching and recognizing what students are doing right (positives). It refers to an overall change in the school climate to a learning environment where students and teachers feel appreciated, safe and respected. Acknowledgements are used to assist staff to focus on the positives.



PBIS uses bribes to get children to behave: Using an acknowledgement system is not the same as bribing a student to behave. A bribe is something offered or given to a person in a position of trust to influence that person's views or conduct. PBIS acknowledges and rewards students for following school-wide expectations and rules. Acceptable behavior is acknowledged after it occurs. Rewards are earned, not offered as payoff in exchange for good behavior.

We will no longer punish children for inappropriate behavior: PBIS does not ignore problem behavior. Consequences are more than 'punishment.' They are the actions that follow the problem behavior and can either help to increase or decrease problem behaviors. PBIS views appropriate consequences as those that are effective in changing the student's problem behavior. Schools plan for problem behavior by matching the level of consequences to the severity of the problem behaviors and maintaining a consistency across a school campus.

Massillon Middle School

Action Plan for Positive Behavior Interventions & Supports (PBIS)

**Description:**

Below is the yearlong plan to teach, model, support, and provide interventions for student behavior and building school climate. By establishing the year long plan, fidelity can be ensured as well as clear communication in regards to student behavior.

<i>Month</i>	<i>Action</i>
August	<ul style="list-style-type: none"> • Staff: <ul style="list-style-type: none"> ○ <i>PBIS Handbook 2015-16</i> Introduction, Communication, & Review <ul style="list-style-type: none"> ■ August 17th and 18th ○ <i>Paw Pride Program</i> Introduction and Description • Students: <ul style="list-style-type: none"> ○ <i>PBIS Class Council</i> meetings with students. <ul style="list-style-type: none"> ■ <i>Paw Pride Program</i> Introduction and Description
September	<ul style="list-style-type: none"> • Staff: <ul style="list-style-type: none"> ○ PD for Interventions and Consequences for Behavior ○ PD for Intermittent Boosters (Be Awards, Sub for a Sub, Candy for Character) • Students: <ul style="list-style-type: none"> ○ <i>PBIS Class Council</i> meetings with students. ○ <i>Paw Pride Program</i> Blitz
October	<ul style="list-style-type: none"> • PBIS team: <ul style="list-style-type: none"> ○ will review 5 step process data. Report out and next steps will occur on Thursday during TBT "Schoolwide Initiative" Day. • Staff: <ul style="list-style-type: none"> ○ PD for Classroom Management • Students: <ul style="list-style-type: none"> ○ <i>PBIS Class Council</i> meetings with students.
November	<ul style="list-style-type: none"> • Staff: <ul style="list-style-type: none"> ○ Examination of implemented strategies from the data collected by PBIS Team in October. ○ OIP Resource 16 used to provide feedback. • Students: <ul style="list-style-type: none"> ○ <i>PBIS Class Council</i> meetings with students.
December	<ul style="list-style-type: none"> • Staff: <ul style="list-style-type: none"> ○ Q & A Session with PBIS Team ○ Staff and student surveys • Students: <ul style="list-style-type: none"> ○ <i>PBIS Class Council</i> meetings with students.
January	<ul style="list-style-type: none"> • PBIS team: <ul style="list-style-type: none"> ○ will review 5 step process data. Report out and next steps

PBIS Key Vocabulary	Information	Tier of Support
4:1 Positive Re-Directives	Positive acknowledgement and attention should be given at a rate of 4:1. 4 positives to 1 correction.	Tier 1
After School Work Session	A staff member working with a student after school to improve behavior and meet expectations. (After school detention)	
Attendance Plan	The purpose of the Student Attendance Intervention Plan is to identify the reason(s) for a student's truancy, document the previous steps taken by the school to address the student's truancy problem, and develop the plans necessary to improve the student's future attendance.	Tier 2
Behavior Log	Google doc for staff members to use to record incidents and interventions.	
Behavior Support Protocol	Behavior Support Protocol. BSPs lay out how the teacher/team will improve difficult behavior that is inhibiting a child's academic success. If a child can't focus, doesn't complete work, disrupts the classroom and is constantly in trouble, not only does the teacher have a problem, the child has a problem. A Behavior Intervention Plan is a document that describes just how the teacher/team will help the child improve his or her behavior. BSPs are the non-special education version of Behavior Improvement Plans (BIPs).	Tier 2
BIP (Special Education)	Behavior Improvement Plan. BIPs lay out how the special education teacher/team will improve difficult behavior that is inhibiting a child's academic success. If a child can't focus, doesn't complete work, disrupts the classroom and is constantly in trouble, not only does the teacher have a problem, the child has a problem. A Behavior Intervention Plan is a document that describes just how the special education teacher/team will help the child improve his or her behavior.	Tier 2
C/A Child/Adolescence Behavioral Health.	C/A is a full service, non-profit, trauma-informed mental health organization specializing in the emotional and behavioral needs of children, adolescents, young adults, and their families. Concerns such as depression, anxiety and behavior problems like ADHD can, if left untreated, lead to a child's failure in school, separation from their families, drug involvement, delinquency or suicide. Massillon Middle School has full time C/A mental health therapists that work with the school to open services for identified students/families.	Tier 3
CICO	http://childandadolescent.org/ Check-in Check-out (CICO) is designed to increase supports for students. CICO establishes a structured time for a student to work one-on-one with an adult. CICO is to reduce minors and identify an advocate for the student. Research shows that CICO is successful for 67% of students when properly established. Increased collaboration between school and home with increased opportunities for self-management.	Tier 2
Classroom Managed Interventions	Tools for staff members to use to change Level 1 and 2 student behaviors.	
Disrespect to Staff	A student uses words or actions that convey disrespect in personal interactions with staff.	
Disrupting a Class	A behavior or action that affects the learning of others. (Yelling, passing notes, etc...)	

Insubordination	A student refuses to follow a staff member's directions and/or school-wide expectations and policies.	
Late	When a student is less than 5 minutes late to class.	
Location	Where an incident took place. Documentation is needed to look for patterns in student behavior.	
Lunch Work Session	A staff member working with a student during lunch to improve behavior and meet expectations. (Lunch detention)	
Major Disruption	A behavior or action that affects the learning of others and creates an environment in which no learning can take place.	
Major Infraction	Level 3 (Defiant) and Level 4 (Dangerous) Behaviors	
Minor Infraction	Level 1 (Annoying) and Level 2 (Disruptive) Behaviors	
Office Referral	Google doc for staff members to use for Level 3 and 4 Behaviors.	
SWAG	Students with a Goal - a.k.a. "Life Skills" class. A Tier II support for students that are considered 'at-risk' that focuses on improving behavior and meeting expectations. (Currently offered in 6th and 8th grades.)	
Tardy	When a student is 5 or more minutes late to class.	
Teacher Discipline Infraction Form	A half-sheet triplicate form used only for issuing written reprimands, lunch work sessions and after school work sessions.	
Tiger Cub House	The "Tiger Cub House" is a de-escalation room that has been created for the 2015/16 school year. The location of the "Cub House" is inside Door One, the former reception area. The "Cub House" will be implemented as a place where students can be monitored with an adult, outside of the general population of students until administration can work with the student. This comes from the idea that when students are in the Tiger Cub House, they will have a place to 'cool down' without disrupting the hallway or MJHS/MIS offices until administration can address the situation. A student will be in the Tiger Cub House when they are removed from a classroom, cafeteria, recess, and/or hallway, if they are found truant in the school, or not in their assigned area.	
Tiers of Support	<p>Tier 1 is what "ALL" students receive in the form of instruction (academic, attendance, behavior, and social--emotional) through student supports. Tier 1 is also known as Universal Interventions and Supports.</p> <p>Tier 2 is what "some" students receive in addition to Tier 1 instruction. The purpose of Tier 2 supports is to improve student performance (academic, attendance, behavior, and social--emotional) under Tier 2 performance expectations. Targeted interventions for students at risk for behavior problems.</p> <p>Tier 3 is what "few" students receive and are the most intense service level a school can provide to a student. Typically, Tier 3 services are provided to very small groups and/or individual students. Interventions are individualized for students with serious or chronic behavior problems.</p>	Tier 1-3
Time/Period	The time of day or class period when an incident occurred. Documentation is needed to look for patterns in student behavior.	

2015-2016 Massillon Middle School Supports/Systems

- PBIS Team
- School-Wide Matrices
- PAW Pride
- Monthly Class Councils
- 2 week Class Council
- 4-1 Positives
- School-Wide Recognitions
- Proactive
- Weekly Team Meetings
- Teach/Reteach Model

- CARE Team (Review data/referrals, feedback to teams)
- CICO
- Teaming with plans
- Counselor's Group
- Cub House

- SWAG
- U/A
- FSS

Few
1-5%

Some
5-10%

Many
60-90%

TIGER TRAITS

HALLWAYS & STAIRS

<i>Be Responsible</i>	<i>Be Respectful</i>	<i>Be Kind</i>	<i>Be Safe</i>
Arrive to class on time	Use quiet voices	Say please, thank you, and excuse me	Report any trouble to an adult
Use a hall pass	Use school appropriate language	Help others	Walk on the right side of the hall/stairs
Pick up trash	Listen & follow directions from adults	Treat others as you want to be treated	Keep hands, feet, and all other objects to yourself

F

TIGER TRAITS

CAFETERIA

<i>Be Responsible</i>	<i>Be Respectful</i>	<i>Be Kind</i>	<i>Be Safe</i>
Bring all items needed with you	Listen & follow directions from adults	Say please, thank you, and excuse me	Line up when directed
Respond to quiet signal	Use appropriate language and volume	Be friendly and helpful	Wait patiently
Clean up after yourself	Raise hand to leave seat	Keep hands, feet, and all other objects to yourself	Remain in your seat/area

TIGER TRAITS

BUS

<i>Be Responsible</i>	<i>Be Respectful</i>	<i>Be Kind</i>	<i>Be Safe</i>
Be at your bus stop on time	Listen & follow directions from adults	Say please, thank you, and excuse me	Sit facing forward in your seat
Take all belongings with you	Use polite language	Be friendly and helpful	Keep the aisle clear of all objects
Board the bus promptly	Use appropriate voice volume	Keep hands, feet, and all other objects to yourself	Report any trouble to an adult

Massillon Middle School Recognition Matrix

Type	What	Where	When	Tangible Recognition	Who
High Frequency 'GOTCHAS'	'Paw Pride Program' -Bus Paws -Cafeteria Paws -Hallway Paws	On the bus, in the lunch lines, in the cafeteria, at recess, in the hallways and the stairs	1st full week of September 1st full week of November 1st full week of January 1st full week of March 1st full week of May	Paws Raffle (small items, e.g. Grand Raffle (large items, e.g.	Each staff member/bus driver will receive 8-10 Paws and writes his/her name on each. Student that receives a Paw will write their name on the back and place in the appropriate grade-level jar in the cafeteria. Staff member/bus driver will also be acknowledged.
	Weekly Tiger Talk Shout Outs for Staff	Email	Weekly	- District Administration Recognition - Recognition on announcements	MMS Administration Co-Workers
	Be Awards Sub for a Sub Candy for Character	Any area Any class with a substitute teacher Any area	Whenever appropriate When a student meets expectations in a class with a substitute Whenever appropriate	Students recognized on announcements Monthly recognition at lunch and subs for lunch Daily recognition by substitute teachers	Teachers and TBTFs recognize students meeting expectations. Recognize students that meet expectations in the classroom for a substitute. Recognize students who exhibit the expected behaviors by earning candy incentives.
	Attendance Challenges	Grade level challenges	Weekly challenges	Trophy and surprise incentives	Attendance Secretaries report every Monday the winning grade
Unpredictable Intermittent 'BOOSTERS'					

Recognizing Individuals Who Achieve Behavioral Expectations

The Positive Behavior Intervention & Supports (PBIS) team has devised key recognition programs as part of PBIS within the building. These programs are designed to recognize those individuals who do the right thing in upholding the TIGER PROFILE on a daily, weekly, and monthly basis. Teachers and administrators are responsible for acknowledging students by giving specific and positive feedback to students who are meeting building-wide expectations; these recognition programs are intended to complement this direct response to positive student behavior.

Note: Classroom teachers are also encouraged to develop strategies for recognizing students within their own classrooms. This recognition may occur on an individual or whole group level. Recommendations for teachers: use the described programs below and adapt them to fit classroom applications (e.g. giving class Paw Pride Coupons for 100% homework turned in, or giving them out when students are seated before the bell and ready for class or having a popcorn party after the class accrues a set number of Paw Pride Coupons).

High-Frequency On-Going System of Rewards

How Students Can Earn Their Stripes

Paw Pride Program

Paw Pride Coupons are an incentive program designed to recognize positive behaviors in those individuals found upholding the TIGER Profile as well as those going above and beyond what is expected of them. As a staff, acknowledgement of expected behavior is important. Using a tangible reward and “gotchas” are powerful.

Students are allowed to redeem **Paw Pride** Coupons for several different surprise items:

1. Turn in to be recognized on Friday and giving a reward for “Caught Being Good” or “Caught Earning Your Stripes”.

Staff is responsible for distributing **Paw Pride** Coupons to students who meet and/or exceed the building-wide expectations set forth in Tiger Profile.

Paw Pride Coupons are only redeemable if signed by the issuing teacher, cafeteria worker, monitor, bus driver, counselor, administrator or community member.

Paw Pride Coupon winners will have their picture taken to be showcased in the school’s newspaper, school website, and possibly the local newspaper.

For Staff: Additional Paw Pride Coupons are located in the main office.

Staff Incentives:

Weekly Recognition of Paw Pride Coupons

Staff Incentives:

Just Because...

Staff incentives just because of your hard work and dedication to our students. And why not?!

Jeans

Staff will be permitted to wear jeans during identified time periods. Such periods will be during spirit weeks, college days/weeks, and other identified times.

Food/Socials

Breakfast, lunch, and other edible items will be supplied during certain times.

Celebrations

Quarter Incentive

Students and staff will earn incentives for participation in planned activity.

Student Quarterly Awards and Socials

Students will be recognized based on grade level for Academics, Attendance, and/or Behavior.

Tigers of the Month

Students will be chosen by their teachers that meet the Tiger Profile as designed by student leaders.

BOE Students of the Month

Students will be chosen by staff and recognized at the Massillon City School Board Meeting. Each building has specific months to choose students.

Teacher of the Month

Voted by students

Final Celebrations

- Grade Level Barbeque
- Field Trips
- Carnival
- Movies
- Dance

Teacher of the Month

Teacher Expectations

1. Communicate with students, parents, colleagues and administration.
2. Hold students accountable.
3. Hold each other accountable.
4. Teach, model, re-direct and re-teach behavior expectations. (Bus, Cafeteria and Hallway)
5. Be at duty on time.
6. Be in the hall at assigned posts during hallway transitions.
7. Follow protocols and procedures for improving student behavior and completing forms.

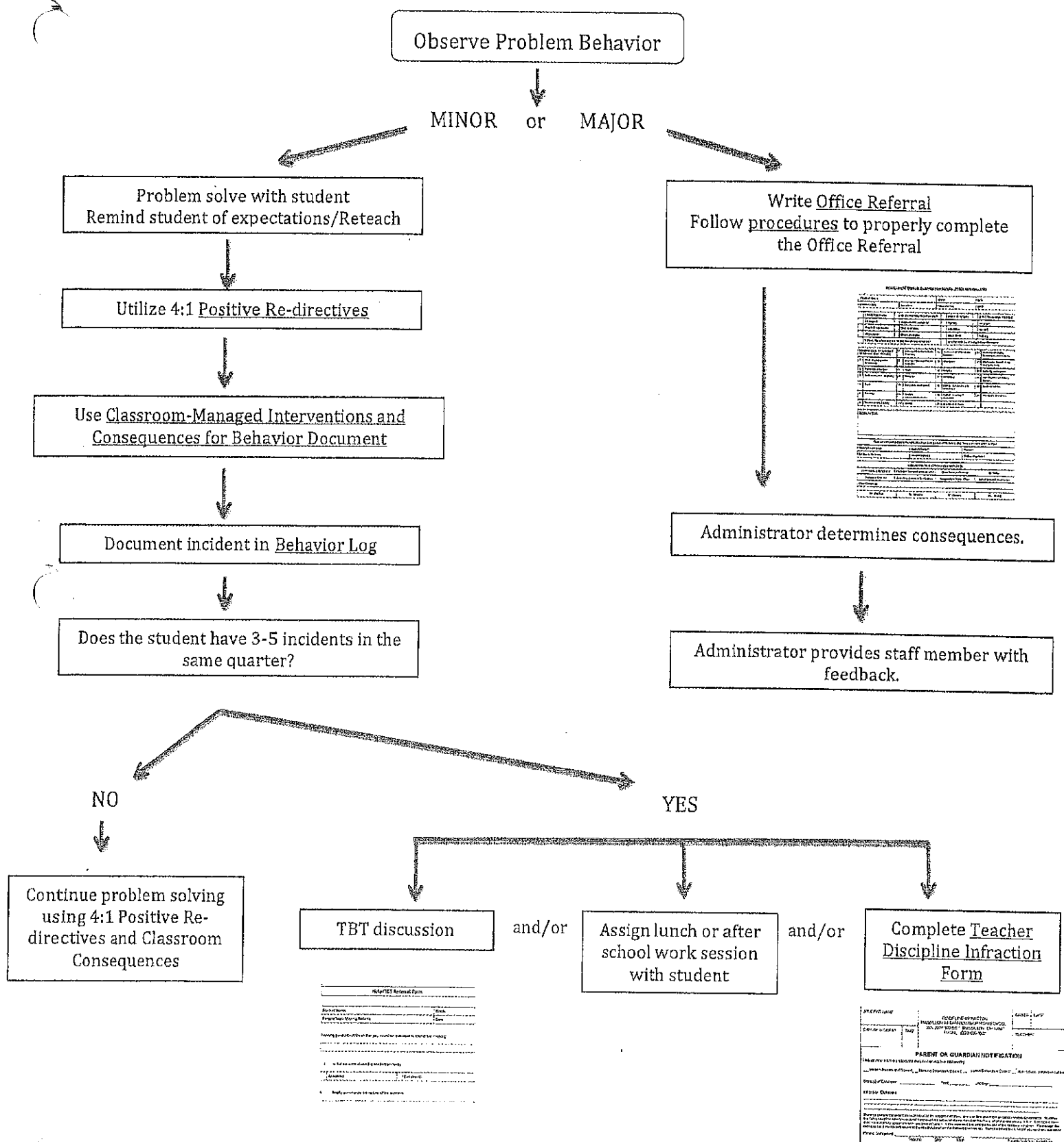


Behavior Matrix
Massillon Middle School



<i>Level 1 (Annoying)</i>	<i>Level 2 (Disruptive)</i>	<i>Level 3 (Defiant)</i>	<i>Level 4 (Dangerous)</i>
Talking, laughing	Refusal to work	Verbal/Physical aggression	Fighting
Not listening/paying attention	Excessive talking	Skiping	Vandalism
Distracting others	Inappropriate tone of voice	Abusive/Inappropriate language	Gross disrespect with profanity to staff
Out of seat	Teasing/Name calling	Insubordination/Non-compliance	Weapons
Touching others	Dishonesty	Disrespect with profanity	Use/possession of drugs/alcohol/tobacco
Off task (head down, staring out window, tapping pencils, etc.)	Horseplay	Threat of Injury	Harassment/bullying
	Minor theft	Technology violation	Major theft
	Public Displays of Affection (PDA)	Chronic minor behaviors with documentation	Assault
	Tardy to class		
	Profanity used accidentally/casually		
	Minor disrespect/talking back		

Student Behavior Management Process



* If a student has more than 7 documented incidents in the same quarter, staff member/TBT will write an Office Referral and submit Help/TBT Referral form to the Guidance Department.

has been updated

Procedures for Discipline and Documents

<p>'Late' to Class (< 5 minutes late)</p> <p>*If student was detained by a teacher, send back to that teacher for a pass. No passes will be given from the office except for 'Tardy to School'.</p> <p>**After each step, document in Behavior Log</p>	<ol style="list-style-type: none"> 1. 1st Late - Warning 2. 2nd Late - Student Conference 3. 3rd Late - Parent Contact and TBT discussion to determine pattern(s) 4. 4th Late - Written Reprimand 5. 5th Late - Complete a Teacher Discipline Infraction Form with previous 4 documented actions (dates and times) and turn in to your grade level office.
<p>'Tardy' to Class (≥ 5 minutes)</p> <p>*If student was detained by a teacher, send back to that teacher for a pass. No passes will be given from the office except for 'Tardy to School'.</p> <p>**After each step, document in Behavior Log</p>	<ol style="list-style-type: none"> 1. 1st Tardy - Student Conference 2. 2nd Tardy - Guidance Office Referral 3. 3rd Tardy - Office Referral
<p>Emergency Removal</p>	<ol style="list-style-type: none"> 1. Ask the student to report to the "Tiger CubHouse". 2. Call Ext. _____ to notify the adult that the student will be arriving. 3. The teacher will report whether the student is to remain in the "Tiger CubHouse" for the rest of the class period or if an Office Referral will be sent. 4. Follow up with an Office Referral if necessary. 5. Document in Behavior Log.
<p>Teacher Discipline Infraction Form</p>	<ol style="list-style-type: none"> 1. Complete all sections of the form, including date, time and location. 2. Call Parent and record documentation on the form. 3. Give the student the 'white' copy to take home and have signed. 4. Maintain the 'yellow' copy for your records. 5. Turn the 'pink' copy into your grade level office. 6. Document in Behavior Log
<p>Tiger Cub House</p>	<ol style="list-style-type: none"> 1. Contact Melinda West (AM) or Dianna Pappas (PM) at extension XXXX to let

Student Last Name First Name Date Teacher Incident Intervention Parent Communication Documentation

Guidance ReferralMassillon Counseling Department

Grade:

Date:

Student Name:

Teacher Name:

Reason for Contact

	Grades		Behavior		Attendance		Personal/Social		Schedule
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*Teacher Concern:**Follow-up:*

Help/TBT Referral Form

Student Name:	Grade:
Person/Team Making Referral:	Date:

Planning period/days/times that you would be available to attend the meeting:

--

I. Is the concern about this student primarily:

<input type="checkbox"/> Academic	<input type="checkbox"/> Behavioral
-----------------------------------	-------------------------------------

II. Briefly summarize the nature of the concern:

--

Share this form with your Guidance Counselor

This referral will be forwarded to either the CARE TEAM or PBIS Team. You will be notified of the meeting day and time and are encouraged to attend.

****Please complete the checklist on the next page.****

P

MASSILLON INTERMEDIATE/JUNIOR HIGH SCHOOL OFFICE REFERRAL FORM

Student Name:		Grade:	Date:
Incident Date:	Location:	Time/Period:	Staff:

Verbal Aggression	Insubordination/Non-compliance	Gross Disrespect	Gross Technology Violation
Disrespect	Inappropriate Language	Fighting	Weapons
Physical Aggression	Threat of Injury	Vandalism	Assault
Harassment	Major Disruption	Major Theft	Bullying
Chronic Minor Behaviors with Documentation (list below)		Use/Possession of Drugs/Alcohol/Tobacco	

Student Code of Conduct Handbook Rule Violated	7	Damage/Theft of School Property	14	Violation of School Bus Conduct	21	Misconduct during Extra-Curricular Activity
1 Weapons/Dangerous Instruments	8	Damage/Theft of Private Property	15	Disrespect	22	Deliberate Failure to do Required Work
2 Disruption of School	9	Arson	16	Forgery	23	Bullying/Harassment
3 Assault/Abusive Language	10	Trespass	17	Gambling	24	Cell Phones/Electronic Devices
4 Drugs	11	Dress and Appearance	18	Failure to Comply with Directives	25	Insubordination
5 Tobacco	12	Profane Language/Gestures	19	Failure to Accept Discipline	26	Repeated Violations
6 Truancy/Class Cutting	13	Hazing	20	Violation of Rules		

EXPLANATION:

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TEACHER/STAFF ACTION TAKEN (Must be completed with dates and times of each intervention)

Student Conference:	Parent Contact:	Timeout:
Guidance Referral:	Verbal Warning:	Written Reprimand:

ADMINISTRATIVE ACTION ASSIGNED/TAKEN:

Conference with Student	Privileges Restricted/Suspended	Parent Call/Conference	Mediation
Guidance Referral	Detention (Lunch/After School)	Independent Study Class	Out of School Suspension
Other/Comments:			

Mr. Zapolnik	Mr. Simpson	Mr. Lindsey	Mrs. Ferrell
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